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SCHOOL OF EDUCATION

Service Paper

THE NEEDS OF JUNIOR HIGH SCHOOL BOYS WHICH HAVE IMPLICATIONS FOR THE PHYSICAL EDUCATION TEACHER

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CHAPTER I

INTRODUCTION

Purpose of the Study. The purpose of this study is two-fold: (1) to determine the needs of junior high school boys which have implication for the physical education teacher, and (2) to suggest procedures that a physical education teacher may follow in determining the needs of junior high school boys.

Justification. During the past decade the needs approach to understanding and helping children has been a growing trend in education. Despite the fact that much has been written about needs of children in educational literature, the thinking of a person who is reading about needs is likely to be more confused than clarified. This confusion is the result of the different usages of the needs concept in educational literature, and as yet there is not complete agreement as to the needs of children. Therefore, there is a need for summaries or reports concerning the needs of children and the use of the needs approach in the different fields of education.

Understanding children is a pre-requisite to effective teaching; therefore, the junior high school physical education teacher should be interested in using effective methods to understand children. Thus, a report concerning the needs of junior high school boys and the needs approach that may be used to understand and help them is of practical value.

Scope and Procedure. This study is concerned with the

needs of pre-adolescent, and adolescent junior high school boys which have implication for the junior high school teacher. From a review of literature and research that is pertinent to the study, the material that has the most significance for the physical education teacher will be used.

Limitations of the Study. The needs of junior high school boys that are mentioned in this study can only serve as a general guide to understanding and helping children, because needs of individuals must be determined in their environmental setting. As a result of this fact, it is necessary to suggest procedures that may help a junior high school physical education teacher to determine needs of pupils taking into consideration their environment.

Possible use of the Study. This study could be of use to a physical education teacher in helping him to make a study of the needs of the children in his school. The overview of literature, illustrations of techniques that can be used to determine needs, and explanations of different concepts of needs could be of value in that they may guide and shorten one's research or study.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH

The Needs Concept as a Growing Trend in Education. The traditional school was organized largely for those children possessing interest, ability, and the desire to attend. Progressive tightening up of the compulsory attendance laws succeeded in bringing practically all the children of all the people into school during the first quarter of this century. Into this school, organized for the small number of select students, came large numbers of children who did not want to attend and had little interest in or ability for the curriculum as then organized. In addition came the lame, the tubercular, the delinquent, and the mentally deficient. For the first time in the history of civilization a school system was called upon to educate all, not merely the able and willing. As a result the school was entirely ignorant of the needs of the new children, and besides had nothing to offer if it had known their needs. The traditional formal curriculum was set before the new group. As a result for a long period school was an unhappy place with early elimination for large numbers.

The relationship of this to bad citizenship, to delinquency, and to many lesser ills in social life was eventually recognized. Since then the United States has been engaged in remaking curriculums to serve new groups and new needs. This

movement toward designing the curriculum on the basis of the needs of children is rapidly gaining momentum. So promising does this approach appear to be that Douglass[1] feels justified in stating the following criterion: "In selecting curriculum materials and experiences attention should be focused upon the needs of youth."

A report of the Educational Policies Commission[2] gives further evidence of this growing trend in education. In discussing tradition and other impediments to educational advancement the following statement found in the report is significant: "They will be largely swept away by a vigorous movement to shape education to the needs of all youth, when once the movement gains momentum."[3]

Extensive efforts have been made during the past twenty years to obtain more precise information concerning the needs of youth. The Progressive Education Association Studies[4] of

[1]H. R. Douglass, The High School Curriculum, The Ronald Press Company, New York, 1947, p. 226.

[2]Educational Policies Commission, Education For All American Youth, National Education Association, Washington D.C., 1944, 421 pp.

[3]Ibid., p. 18.

[4]V. T. Thayer, C. B. Zachry, and R. Kotinsky, Reorganizing Secondary Education, D. Appleton-Century Company, New York, 1945, 483 pp.

C. B. Zachry, Emotion and Conduct in Adolescence, D. Appleton-Century Company, 1940, 563 pp.

P. Blos, The Adolescent Personality, D. Appleton-Century Company, 1941, 517 pp.

Adolescence were authorized as a first step in the association's evaluation of the secondary-school curriculum, a commission having been appointed to direct this undertaking. Emphasis was placed on discovering the needs of boys and girls between twelve and twenty as a basis for recommending changes in the secondary-school curriculum. Studies of youth carried on during the depression years of the thirties by the American Youth Commission[1] have been published in book form since 1937. Other studies that have been carried on during the past two decades will be mentioned later in this report.

The fact that the needs concept may be of help in understanding and helping children should have implications for the physical education teacher. However, the fact that there are several uses of the term needs in educational practice is likely to confuse the thinking of teachers who are searching for information in regard to needs. Therefore, it is necessary to distinguish between and explain some of the common usages and meanings of the concept of needs as found in the literature.

Different Concepts of Needs

It is only natural in the present stage of development of the concept of needs that confusion should exist as to the

[1]D. L. Harley, Surveys of Youth; Finding the Facts, American Council on Education Studies, Series IV, American Council on Education, September, 1937, 271 pp.

meaning of the needs concept. It is also natural that many different schools of thought should develop particular concepts of needs and insist that theirs is the only concept to which the term may be applied. It is the purpose of the writer to review some of these concepts more or less in the order of their historical development, in the belief that all represent types of needs which should be considered in educational planning. There will be two main headings: needs growing out of the demands of culture, and needs growing out of the demands of the organism, with three types of needs under each of the headings. In addition to the explanation of these needs, examples to identify the type and to show its relation to other types will be given.

Needs growing out of the demands of the culture. The needs under this heading will be grouped under the following subheadings: Life demands, Broad objectives, and Lacks.

1. Life demands. The first type of needs to attain national prominence might be called "life demands." This was the approach of Charters,[1] Bobbit,[2] and others. They tried to find out what youth needed to know in the light of their probable future activities. We have to care for our bodies; we all have a certain amount of leisure time; we all have to maintain and develop our mental efficiency; we all need to be

[1]W. W. Charters, Curriculum Construction, The Macmillan Company, New York, 1923, pp. 169-344.

[2]F. Bobbit, Curriculum Investigations, Chicago University Press, Chicago, 1926, 204 pp.

efficient citizens and so on. All of the common concerns and activities impose demands upon us or give us problems to solve. In one sense, then we "need" to meet these demands and to solve these problems, or unhappiness and maladjustment result. Such needs are created by life itself as lived in our culture. This type of needs was analyzed by the technique of "activity analysis." Bobbit[1] and others subdivided each of these areas of common experience to the last minute detail. These analyses had the disadvantage that they were concerned with the activities of adults, rather than upon those of well-adjusted children in various stages of development.

2. Broad objectives. The simplification of the first approach to needs came about through the gradual formulation of broad objectives which might be called the second type of needs. These are desirable patterns of behavior or personal characteristics which will enable pupils to meet a wide range of "life demands" and "life problems" intelligently. They commonly include such objectives as the following: clear thinking, knowledge, common skills, social sensitivity, social acceptability, work habits, emotional maturity, physical health, interest and purposes, appreciations, vocational orientation, and practical competence. It should be noted that this list is derived from an analysis of the kinds of behavior involved in meeting successfully the problems and demands of living in our society.

[1]Ibid., pp. 54-80.

3. Lacks. A third type of needs may be thought of as growing out of the second, and may be called the remedial or corrective type, or "lacks." The discovery of such "lacks" and the success of various types of treatment concerning them is facilitated by an evaluation program, directed toward all the broad objectives in the foregoing list.

The absence of certain goods and services which an individual may need, may be thought of as "lacks." Inadequate health service, improper equipment, and inadequate facilities serve as an example of needs of this type.

Needs growing out of the demands of the organism. The needs under this heading will be grouped under the following subheadings: Fundamental urges, Wants, and Goods and services.

1. Fundamental urges. As educators continued to search for needs they began to be seriously concerned about needs growing out of the demands of the organism, as distinguished (for purposes of logical classification) from needs growing out of the demands of the culture. As they began to study "lacks" and what to do about them, they soon learned that all sorts of biological urges, drives, tensions, and the like were coming into conflict with the demands of the culture, as some of these demands were mistakenly represented in schools and were resulting in widespread and serious maladjustment. Educators thereupon set out to discover what this range of needs might include. The mental hygienists have been pioneers in this search, and they tend to restrict the meaning of the term

"need" to this type of needs.

This type of needs might be called fundamental biological urges and drives, or "fundamental urges" for short. Under this heading would be included physiological and psychological needs. The physiological needs are relatively well known, but educators are still a bit vague as to the psychological needs. The distinction between physiological and psychological needs is made purely to keep both aspects in mind; there is no hard and fast distinction between body and mind.

For a suggestive list of needs of this type, see Prescott's[1] classification in this report.

An important factor to consider in regard to any such list of needs is the point of view from which they are discovered. These needs are not discovered merely by asking pupils what they need or want, for many such needs are so disguised that few pupils would recognize that such needs were actually controlling behavior. These needs have to be inferred from observing behavior, asking always: "Why is he doing this? What started it? What is he really looking for, as distinguished from what he may think he is looking for?" In many cases the behavior is mistakenly directed, and will never really satisfy the needs which initiated it. For this reason it is preferable to think of needs of this type as the sources of human activity.

[1]D. A. Prescott, Emotion and the Educative Process, American Council on Education, 1938, pp. 110-124.

This is clearer than regarding them as ends toward which activity is directed, because it is so often directed toward ends which have nothing to do with the needs which initiated it.

Since such needs are inferred from behavior, they are subject to various kinds of inferences. As yet there is no sure criteria to screen out all wild and foolish inferences as to this type of needs. The only test that can be suggested is whether such inferences work under controlled conditions. In general this would involve observing similar youngsters in similar circumstances, some of whom have certain needs satisfied while others have not, to see what difference it makes in their behavior. It would be quite difficult to conduct such observations with scientific provision, ruling out all extraneous factors, but in a rough way teachers could make such observations in the course of dealing with children.

2. Wants. It should be clear that in regard to the needs mentioned as "fundamental urges" that they were not concerned about what children "wanted," but of the underlying forces which led them to "want" certain things or to do certain things. There is a type of need which is derived from "wants" by a simple "if-then" proposition: if he wants X, then he needs y. If, for example, he wants to play badminton, then he needs certain equipment, an opportunity to play on a court, etc.. Such needs are not to be ignored, for within very broad limits, human beings are free to choose their interests and purposes. If such interests and purposes do not conflict with other types

of needs, either of the individual concerned or of his social group, then it is entirely right and proper that education should give him whatever he needs in order to carry them out.

It should be clear that if a pupil wants something it does not necessarily prove that he needs it. However, if his "want" is entirely justifiable, such as wanting to play baseball, then he "needs" whatever will enable him to play. Hence it is not the "want" but anything which is involved in satisfying desirable "wants" that can be thought of as "needs" of this type.

3. Goods and services. This type of need has to do with "needs" for the goods and services for which society is organized to provide. For example, such necessities as food, clothing, medical care, etc., illustrate this concept of needs sufficiently.

In considering the needs under the different categories just mentioned, one must keep in mind that any given need may be of two or more types at the same time. The categories can not be exclusive; rather they are different ways of looking for needs. It should also be noted that none of these types, not even "wants" involves following children's whims without question.

In educational literature the term "need" may have several different usages, as has been indicated in the foregoing categories of needs. Therefore the student of needs should attempt to ascertain what type of need or needs he is reading about.

Definition of Terms

In reading about needs, one is likely to come into contact with several terms that are commonly used in relation to needs. As a result, it might be confusing to the reader unless he understands the relation of these words as used in regard to the concept of needs. It is therefore of practical value at this point in the report to attempt to clarify the relation of some of the terms that are used in connection with the needs concept. Some of the terms are: drives, urges, wants, desires, interests, purposes, felt needs, and student needs.

Drives and urges. According to the commonly accepted definition of needs in regard to the biological nature of the individual, they are drives, tensions, urges in the individual that determine action; therefore, for practical purposes they can be used synonomously. For example, sex need, sex drive, and sex urge mean or imply the same thing. Another example such as the need for activity, drive for activity, and urge for activity gives further evidence that the terms drive, urge and need can be used synonomously when the biological nature of the individual is considered.

Purpose. The term purpose implies an aim to be attained. Purposes may, in a sense, be thought of as needs, since purposes arise out of the conscious needs which the individual is trying to satisfy. Therefore, if the term purpose is to be

used synonomously with need, it should be used only with needs that the individual is conscious of and is trying to satisfy.

Interest and an interest. In considering interest and an interest, the former means a way of reacting to a certain situation, the latter means an area to which a child reacts with interest over a period of time with consistency. According to Lee,[1] "The basic needs and the more specific needs derived from fulfilling of these basic ones supply a foundation for interest." However, one must consider other factors such as aptitudes, attitudes, past experiences, and opportunities that affect interest and the interests of individuals when discussing needs. Pressey[2] states that:

> Interests are held to draw their energies especially from three basic urges: the urge to activity, the sex urge, and the urge for attention and approval. They develop within the limitations of the individual's physical environment and his physical and mental capabilities and according to the patterns set by his culture.

It is clear that interests are related to needs, and interests of an individual may be indicative of certain needs. However, there does not appear to be justification to use the terms interest, an interest, and need synonomously especially when one considers all the factors that are concerned in affecting interests. For example, a person with few interests may have many more needs than a person with many interests, for the person with many interests is more likely to be satisfying more

[1]J. M. Lee, The Child and His Curriculum, D. Appleton-Century Company, New York, 1940, p. 117.

[2]S. L. Pressey, Psychology and The New Education, Harper Brothers, New York, 1944, p. 157.

of his needs that the person with few interests. Even though needs and interests do not technically have the same meaning, it should be kept in mind that interests can serve as possible indicators of needs.

Wants and desires. The terms wants and desires are sometimes used in regard to the concept of needs. They may be defined as the awareness of some lack, and both these terms imply an attitude on the part of the individual. As mentioned previously in the review of some of the different concepts of needs that in order for certain justifiable wants and desires to be satisfied, the individual needs certain things or certain conditions. However, one must keep in mind that certain wants and desires of the individual at times may not be justifiable, and as a result should not be satisfied for the welfare of the individual and society.

Felt needs. Any need in any of the different categories of needs that have been reviewed of which the individual is conscious may be called a "felt need." However, one must remember that what a student feels he needs and what the student indicates that he feels he needs do not necessarily coincide. This situation comes about when students are sometimes unable to give an accurate verbal account of their real "felt needs," when they are insincere by purposely mis-stating their "felt needs," and when they are honestly mistaken about their real needs. Therefore, the data in regard to what students say that they need must be interpreted with caution.

Student needs. Needs of this type have to do with what someone infers that a student ought to acquire, do, be, etc.. To say in this sense that a student "needs" something is to make a normative or evaluative judgement. Hence, every such need is a product of someone's observation of an actual situation (e.g., data from a case study), and someone's ideal of what ought to be (i.e., someone's concept of what a desirable person would be like, someone's "sense of values," someone's "philosophy of life").

The foregoing definition of terms and the review of different concepts of needs should help to clarify the concept of needs. To further show the implications that the needs concept has for the physical educator, it is desirable at this point to explain the relationship of behavior and needs.

Behavior as Caused by Needs. The mental hygienist Fenton[1] points out that: "The child's behavior, no matter how crude or immature, is best considered fundamentally as an expression, however inadequate, of some valid, genuine need or impulse." Prescott[2] describes needs as the force "that is really making the wheels go round" in human behavior. Breckenridge[3] states that: "Human behavior is 'set off' or motivated by certain

[1]N. Fenton, Mental Hygiene in School Practice, Standford University Press, Standford, California, 1943, p. 132.

[2]D. A. Prescott, op. cit., p. 114.

[3]M. E. Breckenridge and L. Vincent, Child Development, W. B. Saunders Company, Philadelphia, 1947, p. 98.

basic drives, needs or urges." Lewin[1] postulates that: "Needs have the character of 'organizing' behavior." These statements are indicative of some of the agreement that exists in regard to behavior as being caused by needs of the individual.

All children have certain definite needs. These may vary with the individual child. When a need arises, a need to eat for example, behavior will lead to need satisfaction. However, when one considers behavior as being caused by needs, there must be taken into consideration the individual's pattern of reaction in a given situation, for individuals are trying to satisfy not one but many needs at the same time.

As a result of the fact that human needs are not always easily and immediately satisfied, it is necessary for individuals to make adjustments of one sort or other in order that the situation will be tolerable for them. For example, a person whose basic or acquired needs are thwarted will be in a chronic state of tension unless he secures relief or satisfaction of his needs in ways which are socially acceptable. Some children in school suffer in various degrees, because they are unable by themselves to make satisfactory adjustments. These children whose needs are inadequately met or whose abilities are inadequate for the requirements that are placed upon them may show many undesirable behavior symptoms.

The fact that undesirable behavior symptoms may be indi-

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[1]K. Lewin, "Behavior and Development as a Function of the Total Situation," In a Manual of Child Psychology, (L. Carmichael, editor), John Wiley and Sons, New York, 1946, p. 819.

cators of inadequately met or unmet needs serves to indicate that a teacher who focuses his attention upon the needs that are causing undesirable symptoms rather than upon the symptoms themselves is more likely to achieve desirable results in regard to the behavior of his pupils.

Reports of Studies and Problems Concerned with the Needs of Children

Efforts have been made in the past two decades to obtain more precise information concerning the needs of children. Investigations have been conducted not only by educational agencies, such as the American Youth Commission of the American Council on Education and the Progressive Education Association, but by educators and others who are interested in understanding and helping children. It is the purpose of the writer (1) to review some of the studies and problems concerned with the needs of children, (2) to provide an overview of the literature on the subject, (3) to illustrate some of the techniques used to gather information, and (4) to investigate the adequacy of different methods of approach employed in the studies reported.

Study sponsored by the Progressive Education Association. "Reorganizing Secondary Education," a report prepared by Thayer, Zachry, and Kotinsky[1] for the Commission on Secondary School Curriculum of the Progressive Education Association is devoted

[1]V. T. Thayer, C. B. Zachry, and R. Kotinsky, op.cit., 483 pp.

entirely to a discussion of the needs of adolescents and some ways of meeting them. The fundamental proposal of the report is that the secondary school curriculum be entirely re-organized about the needs of youth. The authors of this volume have formulated a list of needs of adolescents to serve as a basis for interpretation of individual needs. The needs discussed are selected from the findings of a program of case studies of adolescents in several schools and colleges, and studies of out-of-school situations undertaken under the direction of one of the authors. While there is in no place a specific enumeration of the needs other than that of the four general areas in which needs occur, the following outline will serve to describe each of these areas and sub-areas mentioned or implied in the discussion under them:[1]

1. Immediate Social Relationships:
   a. Relations with parents
   b. Heterosexual development
   c. Expanding meaningful and satisfying friendships and group contacts
   d. Development of satisfactory ideals and codes of conduct
2. Wider Social Relationships:
   a. Development of social insight and responsibility
3. Economic Relationships:
   a. Understanding of economic security
   b. Assurance of a responsible role in economic society
   c. Voactional guidance
   d. Vocational preparation
4. Personal Living:
   a. Adequate philosophy
   b. Realization of more abundant personal living

Studies sponsored by the American Council on Education. When the American Youth Commission began its work in October,

[1]Ibid., 483 pp.

1935, it was faced with the necessity of identifying the major needs of our youth population. It carried on a series of comprehensive studies[1] in different parts of the country in an effort to discover the needs of youth and how those needs were being served. Perhaps the best known and most significant study accomplished by the Commission is the "Maryland Youth Survey."[2]

Maryland was selected as a "typical" state, and samples of the youth population of the state were chosen so that the percentage ratios of the characteristics deemed significant were closely comparable to those of the nation. The replies of 13,500 youth, so selected, between the ages of sixteen and twenty-four, to an extensive semi-controlled interview with youth at their homes, places of work, etc., formed the basis of the report. Inquiries were directed in the fields of home life, educational status and requirement, employment status, recreation, religion, and attitudes toward political and social problems.

Aside from yielding significant information on the status of youth, the study reveals that thirty-two per cent of the youths studied stated that they had no "perplexing problems." The problems listed by the remaining youth were classified in order of frequency as follows: (1) Economic Security; (2) Education, Vocational Choice; (3) Home; (4) Personality Adjustment; and (5) Social Relations with Opposite Sex. This study indi-

[1]D. L. Harley, op.cit., 271 pp.

[2]H. M. Bell, Youth Tell Their Story, American Council on Education, Washington, D. C., 1938, 273 pp.

cates that young people need help in defining and clarifying their problems.[1]

In such surveys, needs of youth are not necessarily stated as needs, but that the implication that something needs to be done about the conditions described is evident. It may be seen that studies of this nature can provide a source of leads to needs of youth in general. However, local conditions vary and as a result local studies are more desirable as the basis of educational planning. Suggestions for conducting such surveys may be found in "How to Make a Community Youth Survey,"[2] published by the Youth Commission.

Reports of studies to the American Council on Education. Prescott[3] in his "Emotion and the Educative Process," a report to the American Council on Education proposes a list of major needs of developing children. The method by which the statement of needs which forms the basis of this report was formulated is described as follows: "Numerous case histories have been read with this question in mind: 'What is the child or young person seeking to bring about by each item of observed behavior?'"[4] The case histories were selected from general

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[1]Ibid., p. 250.

[2]M. M. Chambers and H. M. Bell, How to Make a Community Youth Survey, American Council on Education Studies, Series IV, Number 2, American Council on Education, Washington D.C., January, 1939, 45 pp.

[3]D. A. Prescott, op. cit., 323 pp.

[4]Ibid., pp. 112-113.

psychological and psychoanalytical literature.

With a caution that these categories are not to be considered as definite and mutually exclusive but rather established for the purposes of exposition, Prescott[1] describes the following as the major needs of developing children:

1. Psychological needs:
   a. Essential materials and conditions (air, food, etc.)
   b. Rhythm of activity and rest
   c. Sexual activity
2. Social needs:
   a. Affection
   b. Belonging (to social group)
3. Ego and integrative needs:
   a. Contact with reality (in order to grow in knowledge, understanding, and wisdom)
   b. Harmony with reality (otherwise realities will foredoom one to defeat)
   c. Progressive symbolization (ability to arrive at successively higher order generalizations)
   d. Increasing self-direction (away from parents or parent substitutes)
   e. A fair balance between success and failure (otherwise a warped sense of values)
   f. Attaining self-hood of individuality (recognize himself as a unique personality with distinctive characteristics; finding himself in both personal and social sense)

Although the doctrine of needs as determinants of behavior has been accepted in this report, the enumeration of needs is based on the apparent goals of behavior.

Douglass[2] in his report to the American Youth Commission discusses the problems of adolescents which he considers most important. He reports the selection of the problems as being based on considerations of psychological literature, on ques-

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[1] Ibid., pp. 113-125.

[2] H. R. Douglass, Secondary Education For Youth In Modern America, American Council on Education, Washington D.C., 1937, 137 pp.

tions discussed at youth conferences, and on his personal ex- in dealing with youth. The problems indicative of the needs of adolescents are:[1]

1. To find a satisfying place among fellow youth
2. To experience personal achievement
3. To enter into and succeed in vocational life
4. To be able to establish and enjoy a happy home
5. To understand and improve political conditions
6. To maintain health and maximum physical efficiency
7. To participate in enjoyable recreational activities
8. Philosophical complexes

These are personal needs of youth as viewed by an adult.

Studies primarily concerned with adjustment problems. An extensive list of problems of the adolescent is presented by Strang[2] in "The Role of the Teacher in Personnel Work" in which the viewpoint of the guidance and personnel worker is reflected. The following summary adapted from the list outlines the main problems presented:

1. Problems of health and physical adjustment:
   Defects in development, lack of vitality, physical illness, lack of health habits and information
2. Problems of scholarship:
   Study time and habits, attitudes, environmental conditions, lack of basic skills
3. Financial problems:
   Need of money for clothing and other necessities, use of money
4. Problems of family relationships:
   Relationships with parents, brothers, and sisters, home conditions
5. Sex problems:
   Relationships with opposite sex, homosexual relationships, sexual development and habits, sex information

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[1]Ibid., pp. 32-40.

[2]R. M. Strang, The Role of the Teacher in Personnel Work, Bureau of Publications, Teachers College, Columbia University, New York, 1935, pp. 175-186.

6. Religious problems:
   Religious doubts and fears, conflicts with other beliefs and practices
7. Moral and disciplinary problems:
   Conflicts with standards and authority, lack of standards, misconduct
8. Personality difficulties:
   Introversion, aggression, inferiority feeling, lack of integration, lack of independence, lack of emotional control
9. Social problems:
   Difficulties in making friends, insufficient social activity and training, excessive or undesirable social activity
10. Problems relating to living conditions
11. Problems of vocational guidance

Hollingworth[1] views the problems of youth as unique and as arising out of the difficulties of adjustment to the new situation brought about by maturity. Those needs which she considers basic are enumerated specifically as such in her chapter "The Adolescent Child" in the Handbook on Child Psychology. They are:

1. Freedom from supervision of the family
2. Association and acquaintanceship with members of the opposite sex
3. Self support
4. A point of view upon the world that will unify life and give it meaning

Study of youth needs using the check list method. A study of the inventory type is reported by Doane.[2] A need, in the sense the author uses the term, refers to "a state of tension requiring relief." It includes "any status which the individual will seek to change-any tension he will seek to relieve."[3]

[1]L. Hollingworth, "The Adolescent Child," In a Handbook of Child Psychology, (Carl Murchison, editor) Clark University, Worcester, Massachusetts, 1933, p. 884.

[2]D. C. Doane, The Needs of Youth, Teachers College, Columbia University, New York, 1942, 150 pp.

[3]Ibid., pp. 43-44.

From this explanation it follows that a need is "any disturbance which arises from a state of affairs either within his own body or in the environment in which he lives and which impels him to do something to make it more to his liking."[1]

He mentions that there are fifteen major areas in which needs and problems arise. They are as follows: (1) Vocational Choice and Placement; (2) Philosophy of Life; (3) Getting Along with People; (4) Morals; (5) Plans for Marriage and Family; (6) Leisure Time; (7) Finances; (8) Relationships with the Opposite Sex; (9) Health; (10) Sex and Reproduction; (11) Religion; (12) Relationships with Family; (13) Social Competence; (14) Conventional Subject Matter Areas; (15) Other Areas of Interest.[2] Wishing to avoid asking the student directly what his needs were, the author used the device of describing twenty "courses" which included all of the needs which seemed pertinent. The student was asked to check the five courses which he would most want to take in one year, and the five courses he would least want to take. In order to illustrate what is meant by a "course" the following description of course number one is quoted from the inventory.[3]

> Deciding what kind of work you want to do when you finish school. Finding out what kind of work you are best fitted for. Learning how to prepare yourself for the kind of work you intend to do. Finding out what it is like.

To make certain that the needs of the high school students

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[1] Loc. cit.

[2] Ibid., p. 53.

[3] Ibid., p. 129.

were revealed, they were asked to check a large number of topics which prsumably would fall under the various courses proposed.

More than two thousand usable replies were received from high-school students in several geographical localities. The following are some of the most important conclusions that were reached: (1) The area of greatest concern to the total group was vocational choices and placement; (2) help in the development of social abilities, relationships with the opposite sex, health problems, philosophy of life, problem of finance, learning to play an instrument, reading for enjoyment; (3) religion, current problems, government and history, learning a foreign language and problems involving moral standards received relatively low rankings.[1] The study is significant as an illustration of a procedure for studying adolescents.

Statements and Summaries of Children's Needs by Authorities

The following statements and summaries of needs of children formulated by individuals and groups serve to illustrate the divergent concepts and meanings for which the term need is frequently employed. They also serve to indicate some of the thinking that has been done in regard to the needs of children.

Ten imperitive needs of youth. The National Association of Secondary-School Principals[2] basing its report upon the sum-

[1] Ibid., p. 106.

[2] National Association of Secondary-School Principals, Planning for American Youth, National Education Association, Washington, D.C., 1944, p.10.

mary of a report by the Educational Policies Commission lists the following ten imperative needs of youth:

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life.
2. All youth need to develop and maintain good health and physical fitness.
3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.
4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.
5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.
6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.
7. All youth need to develop their capacities to appreciatebeauty in literature, are, music, and nature.
8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.
9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.
10. All youth need to grow in their ability to think rationally to express their thoughts clearly, and to read and listen with understanding.

Common needs of children. The "Final Report"[1] of the White House Conference on Children in a Democracy contains a summary of the common needs of children. The following paragraph found in the report serves to enumerate the common needs

[1]White House Conference on Children in a Democracy, Final Report, Superintendent of Documents, Washington D.C., January, 1942, 392 pp.

of children:[1]

> All children need a home, good health, care and protection, favorable conditions for growth. They all need education, training, and preparation for the responsibilities of later years. They all need to acquire a personal appreciation of the spiritual and ethical values in their experience to form standards of right living, and to have access to religious inspiration consistent with a developing philosophy of life.

Health needs of school-age children. The following statements concerning the health and fitness needs of school-age children was prepared by a subcommittee appointed at a meeting of representatives of Federal governmental agencies whose programs affect the health of the school-age child. The needs which were enumerated are as follows:[2]

1. A safe, sanitary healthful school environment. This means:
   Control of such environmental factors as heat, air, light, sunshine, buildings, grounds, noise, color, form, construction, water supply, sewage disposal and play space so that they contribute to rather than deter from healthful school experiences.
   An environment in which boys and girls are freed as far as possible from the conditions which produce unnecessary fear, anxieties, conflicts, and emotional stresses.
2. Protection from infections and conditions which interfere with proper growth and development. This means:
   Adequate examination and inspection of pupils, teachers, and custodial personnel to detect communicable diseases as well as deviations which impair health.
   An opportunity to receive necessary immunization and testing procedures.
3. An opportunity to realize their potentialities of growth and development. This means:
   Adequate medical and dental care on the basis of individual needs as shown by examinations.
   Adequate nutrition to assure well-nourished children.

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[1] Ibid., p.63.

[2] K. Bain and others, "Statement of the Health Needs of School-Age Pupils", School Life, 28, November, 1945, p. 8.

Participation in a program of physical activity designed to develop organic power, strength, skill, agility, poise, and endurance, as well as ability to participate with others in games and sports which promote alertness, cooperation, respect for individuals and groups, initiative and a feeling of personal worth.

Participation in a recreational program designed to create interest in activities which develop talents making for wholesome living and broadening the child's horizon of the world in which he lives.

A balance and rhythm in the child's daily life which is in keeping with his physical, mental, and emotional needs.

4. To learn how to live healthfully. This means:

An opportunity to learn and to make wise decisions, form health habits and attitudes based on scientific knowledge of health and disease.

An opportunity to make choices and assume increasing responsibility for one's own personal health.

An opportunity to acquire information and attitudes appropriate to the grade level about physical and emotional development, maturity, and patterns of of social conduct which will contribute to the health of the individual and other citizens to insure wholesome family and community living.

5. Teachers who are equipped by training, temperament, and health not only to give specific instruction but also to help children to mature emotionally. This means:

Teachers not only prepared to teach but those who are also emotionally stable and adjusted, because the development of healthful personalities is dependent upon the relationships and attitudes which are built up between teacher and children.

This report also contains a summary of the unmet needs of children and recommendations for their implementation.

Emotional needs of children. Astor[1] postulates the following emotional needs as common to all children: need for affection, need for activity, need for achievement, need for status, and the need to grow up.

[1]F. Astor, "Emotional Needs of Children," Childhood Education, 14, March, 1938, p. 300.

Basic desires common to all people. The sociologist Thomas[1] has suggested that there are four basic desires common to all people. They include the desires for recognition, security, response, and new experience. In addition to these more or less universal needs or drives, every individual develops his own personal needs and interests.

Basic needs and drives of pubescent pupils. In a discussion of the basic needs and drives of pubescent pupils which are determinative of pupil behavior, contained in "Junior High School Education,"[2] the following needs were mentioned: the need for independence, the need for group approval and group membership, the need for adequate heterosexual adjustment, and the need for an adult recognition of maturity status.

Needs of youth as they develop from childhood to maturity. "Youth and the Future"[3] the general report by the American Youth Commission contains an entire chapter given over to a review of the more important needs of young people as they develop from childhood to maturity. The following outline is a summary of the needs mentioned in the report:

Adolescent Youth, 12-16

1. Desire to achieve self direction

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[1]W. I. Thomas, The Unadjusted Girl, Little, Brown and Company, Boston, 1923, p. 4.

[2]M. M. Smith, L. L. Standley and C. Hughes, Junior High School Education, McGraw Hill Book Company, New York, 1942, p. 126.

[3]The General Report of the American Youth Commission, Youth and the Future, American Council on Education, Washington D.C., 1942, pp. 106-112.

2. Desire to attain satisfactory relationship to other young people
3. Need for approval by others of the same generation
4. Need for approval by adults
5. Craving for personal achievement
6. Need to explore abilities in various fields
7. Need for a broad range of experience that is interesting and occasionally exciting
8. Adjustment of personality to the realities of life

Later Youth

1. Adaptation to vocational life
2. Satisfactory use of leisure time
3. Need for physical and mental health
4. Need to understand the world in which they live

This report is based on the results of numerous field investigations of youth problems. It expresses the final outcome of group thinking carried on over a period of six years by outstanding groups of men and women in America.

The psychologist Cole[1] in considering the problems of the developing adolescent states that:

> In order to pass from childhood, the adolescent must solve a number of problems. He must develop heterosexual interests; he must become free from home supervision; he must achieve economic and intellectual independence; he must learn how to use his leisure time; he must make emotional and social adjustments to reality and he must begin to evolve a philosophy of life.

Developmental and adjustment needs common to children. Nixon and Cozens[2] cite the following as developmental and adjustment needs which have been found common to a great percentage of children in America:

[1]L. Cole, Psychology of Adolescence, Farrar and Rinehart, New York, 1942, p. 13.

[2]E. W. Nixon and F. W. Cozens, An Introduction to Physical Education, W. B. Saunders Company, Philadelphia, 1947, pp. 72-74.

Physiological and Anatomical Needs:

1. Lack of opportunity or necessity of engaging in vigorous muscular activities.
2. Lack of muscle tone, and accompanying faults of posture, due to inadequate amounts of muscular activity.
3. Abnormalities in bodily growth and development, often attributable in part to lack of sufficient muscular activity.
4. Many individuals will be found to lack regular habits of exercise, so necessary under modern conditions of living.

Psychological Needs:

1. Need for development of emotional control.
2. Need to develop control of a variety of willed bodily movements.
3. Need for the development of resourcefulness, initiative and capacity for quick and accurate mental reactions when under pressure.
4. Need for opportunity for wholesome expression of human tendencies to action.
5. Need for the development of interest in wholesome recreational activities as contributions to the joy of living and as a means of relief from the mental and emotional strain engendered by the pressure and speed of modern life.

Social Needs:

1. Need for the cultivation of an attitude of fairness which will take into account habitually the rights and welfare of others.
2. Need for the cultivation of an attitude of cooperation in enterprises intended for the common good.
3. Need for the development of interested participation in stimulating activities with a strong emotional element, to counteract the influence of sedentary forms of entertainment which tend to this an age of vicarious emotional experience and synthetic participation.
4. Need for favorable opportunity to participate in socializing activities, to counteract tendencies toward injurious or vicious forms of play and various types of juvenile delinquency.
5. An almost universal need in the adolescent group for the acquisition of skills in recreational activities of the muscular type which can be used profitably in later life.
6. Need for the development of capacity for quick adjustment to the motives, mores and intentions of others, so as to be better equipped to meet changing conditions of modern society.

<u>Basic needs</u>. A summary of needs proposed by the psycholo-

gist Thorpe[1] is as follows:

Basic Needs

Physiological Needs:
1. Hunger: the craving of food when hungry
2. Thirst: the craving of drink when thirsty
3. The craving for air when breathing is difficult or air inadequate
4. The craving for rest when fatiqued or sick
5. The craving for sleep when drowsy
6. The craving for warmth when cold
7. The craving for coolness when overheated
8. The craving for action when well rested
9. The craving of sex when sexually aroused
10. The urge to escape when frightened or injured
11. The urge to get rid of painful and disagreeable substances or conditions

Social Needs:
1. Favorable recognition
2. Social approval and prestige
3. Success
4. Praise and admiration
5. Friends and loved ones

Psychological Needs:
1. Unrestrained bodily activity (play).
2. Purposeful effort
3. Independence of action

Fundamental needs. The point of view that the mental hygienist Carrol[2] takes is that human behavior can be explained in terms of the individual's attempts to satisfy four fundamental needs: (1) the need for emotional security, (2) the need for achievement or mastery, (3) the need for recognition or status, and (4) the need for physical satisfactions.

This list differs but slightly from the list proposed by

[1]L. P. Thorpe, Psychological Foundations of Personality, McGraw Hill Book Company, New York, 1938, pp. 209-220.

[2]H. A. Carrol, Mental Hygiene: the Dynamics of Adjustment, Prentice Hall, New York, 1947, p. 28.

Maslow[1] who classifies needs into five groups. These, as arranged in order from the lowest level to the highest, are: (1) basic physiological needs, (2) safety needs from dangers in external environment, (3) need for affection, (4) need for esteem, and (5) need for achievement.

Needs for expression and restraint. An unusual grouping of needs can be found in Melvin's[2] book "The Activity Program." He enumerates the needs of individuals in the following manner:

Needs for Expression:
- Need for general activity
- Need for some object which can be made
- Need for self expression
- Need to fulfill a wish
- Need to control another individual or group
- Need to observe one's own growth

Needs for Restraint:
- Need to develop control of some process
- Need to develop socialized controls
- Need to obey inevitable principles
- Need to obey a rightly constituted authority
- Need to obtain some coveted object
- Need to control some bodily process
- Need to develop a habit
- Need to control some desire

Student needs in physical and health education. Needs relating to health and physical education revealed by the war, consideration of social trends, and an analysis of student needs expressed as types of experiences which schools should provide for students were the approaches used as guides in pre-

[1]A. H. Maslow, "A Theory of Human Motivation," Psychological Review, 50, 1943, pp. 370-396.

[2]G. A. Melvin, The Activity Program, Reynal and Hitchcock, New York, 1937, pp. 30-31.

paring units of instruction for Brace's[1] book. He presents the needs of secondary school boys and girls as follows:

1. Knowing one's health status, how to conserve and improve it, and its effect upon personal, family, and community life.
2. Experiencing complete physical examinations.
3. Practicing better habits, attitudes, and ideals of healthful living.
4. Recognizing the value of adequate diet, sleep, outdoor life, exercise, and medical advice in promoting the attainment of physical fitness.
5. Understanding the requirements of a healthful environment and experiences of living in one.
6. Acquiring an awareness of personal responsibilities in the community health program, and a knowledge of community health agencies and their functions.
7. Understanding the nature, opportunities, and obligations of the various health professions.
8. Training in the home care of the sick.
9. Recognizing the harmful effects of cathartics, smoking, use of stimulants and alcoholic beverages, patent medicines, health fads, and exaggerated advertising claims.
10. Applying principles of individual and group safety to daily living.
11. Acquiring scientific health knowledge.
12. Recognizing one's own postural or remedial needs and improving through treatment, exercising, conditioning, and self-appraisal.
13. Developing standards by which to evaluate the merit of health services.
14. Properly adjusting to physical and emotional changes attending adolescence.
15. Assisting in and caring for emergencies requiring first-aid.
16. Developing organic power, strength, endurance and relaxation.
17. Belonging to a group, team, club or squad and cooperating with teammates.
18. Participating in individual sports activities.
19. Planning activities of high-interest themes in the program of physical education and health education.
20. Electing or being elected leader or captain.
21. Officiating and judging accurately.
22. Engaging in creative activities.
23. Competing in individual, small group, and mass group

[1]D. K. Brace, Health and Physical Education for Junior and Senior High Schools, A. S. Barnes and Company, New York, 1948, pp. XVII-XVIII.

activities through tournaments, school programs and play days.

24. Deriving social, mental, physical and emotional joys from sports participation.
25. Gaining achievement in vigorous activities.
26. Recognizing one's abilities, capacities, energies and limitations.
27. Participating in recreational and leisure time activities.
28. Developing self-control, courtesy, honesty, confidence, loyalty, fair play and unselfish attitudes.
29. Deriving confidence and pleasurable associations with the water, from swimming, canoeing, boating, and life saving.
30. Cultivating rhythmic skill through simple movements to music, folk dances, social dances, tap and clog dance.
31. Knowing the language and rules of the commonly played games.
32. Understanding and interpreting scores, records and marks relating to themselves.
33. Becoming familiar with the values, uses and care of gymnasium apparatus and equipment.
34. Experiencing proper relationships with the opposite sex in social and other forms of dancing, as well as additional leisure time activities.
35. Carrying school activities into family and community life.

The ten major objectives of health and physical education. La Porte[1] presents the general objectives of a national physical education program as follows:

General Objectives

1. The development of fundamental skills in aquatic, gymnastic, rhythmic, and athletic activities for immediate educational purposes--physical, mental, and social.
2. The development of useful and desirable skills in activities suitable as avocational interests for use during leisure time.
3. The development of essential safety skills and the ability to handle the body skillfully in a variety of situations for the protection of self and of others.
4. The development of a comprehensive knowledge of rules, techniques and strategies in the above ac-

[1]W. R. La Porte, The Physical Education Curriculum, The University of Southern California Press, Los Angeles, California, 1947, pp. 37-38.

tivities suitably adapted to various age levels.

5. The development of acceptable social standards, appreciations and attitudes as the result of intensive participation in these activities in a good environment and under capable and inspired leadership.
6. The development of powers of observation, analysis, judgement, and decision through the medium of complex physical situations.
7. The development of the power of self-expression and reasonable self-confidence, (physical and mental poise); by mastery of difficult physical-mental-social problems in supervised activities.
8. The development of leadership capacity by having each student within the limits of his ability, assume actual responsibility for certain activities under careful supervision.
9. The elimination of remediable defects and the improvement of postural mechanics insofar as these can be influenced by muscular activities and health advice, based on adequate physical and health diagnosis.
10. The development of essential health habits, health knowledge and health attitudes as the result of specific instruction in health principles and careful supervision of health situations.

These objectives were formulated by a Subcommittee of the Committee on Curriculum Research and an objective is defined as: "a stated assest which a student is to be aided in securing and for the securing of which the teacher (or profession) holds himself (or itself) responsible."[1]

Objectives of physical education. A summary of the physical education objectives postulated by Irwin[2] is as follows:

The Physical Objective:
Functional health
Development of skill and ability in the performance of physical education activities

[1]W. R. La Porte, "Seventh Annual Report of the Committee on Curriculum Research," Research Quarterly, Volume 6, Number 2, 1935, p. 5.

[2]L. W. Irwin, The Curriculum in Health and Physical Education, C. V. Mosby Company, St. Louis, 1944, pp. 43-54.

Physical growth and harmonious development of human organism

The Social Objective:

Desirable social relationships

The Emotional Objective:

Desirable emotional development

The Recreational Objective:

Intelligent use of leisure time

Activities that are fundamental to physical development and basic to recreation

Develop and establish habits of regular participation in recreational activities

The Intellectual Objective:

Sufficient knowledge of healthful living

Knowledge of fundamentals, rules, and strategy of sports

Providing a medium for the most efficient and effective intellectual development

Aims and objectives of physical education. The aims and objectives presented by Voltmer[1] are the result of an evaluation of a comprehensive list of aims and objectives against a set of criteria. These criteria which were used for judging the objectives were developed and supported for the following fields: Zoology, with its constituent sciences, Sociology, Psychology, and Education.[2] The acceptable objectives were divided into three groups on the basis of worthiness of general pursuit, since some objectives and sub-objectives were supported much better by the criteria and goals than others.[3]

Those most worthy of general pursuit:

1. Skills and Abilities Aim
   a. Development of psycho-motor skills
   b. Development of proper coordination of special senses with body movement

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[1]E. F. Voltmer and A. A. Esslinger, The Organization and Administration of Physical Education, F. S. Crofts and Company, New York, 1938, pp. 53-55.

[2]Ibid., pp. 31-36.

[3]Ibid., pp. 53-55.

c. Development of natural, racial activities
d. Development of general bodily control
e. Development of skills common to America generally, and to one's own locality particularly

2. Cultural Aim
   a. Preparation for leisure time
   b. Improvement of morale through improving body
3. Mental Hygiene Aim
   a. Eliminating or diminishing worry, through developing appropriate interests in physical activity
   b. Increasing general neural vigor
4. Desirable Habits Aim
   a. Establishment of a schedule of daily activities that fits one's own being
   b. Acquiring the habit of spending a portion of one's leisure time in enjoyable physical activity

Those less worthy of general pursuit:

1. Purely Physical Aim
   a. To assist in the development of endurance sufficient to meet the needs of the stress of life and a little bit more
   b. To assist in developing strength enough to do normal tasks without undue strain
2. Personality Aim
   a. Attainment of sportsmanship
   b. Attainment of leadership
   c. Attainment of positive active qualities
   d. Attainment of positive mental qualities
   e. Attainment of self control
   f. Attainment of social cooperation
   g. Attainment of qualities of efficiency
   h. Attainment of sociability
3. Prestige Aim
   a. Promotion of school spirit
4. Applied Knowledge Aim
   a. Attainment of knowledge of proper health procedure, as related to physical exercise
5. Desirable Habits Aim
   a. Acquiring the habit of cleanliness

Those worthy of only occasional pursuit:

1. Purely Physical Aim
   a. To assist in providing for normal growth and development
   b. To assist in developing and maintaining sound and proper functioning
2. Prestige Aim
   a. Presenting interesting performances or shows
   b. Advertising school or institution
3. Applied Knowledge Aim
   a. Attainment of knowledge of rules
   b. Attainment of knowledge of techniques and

methods
c. Attainment of knowledge of first-aid

Conclusions from Different Approaches. The inferential approach based on reflection regarding one's experiences with children lacks objectivity to a certain extent and is subject to certain subjective influences such as background of the writer, his special interests, purposes and setting of statements. However, it has an advantage in that it allows synthesis and analysis in the light of the background of an expert and avoids the misinterpretations which may be placed on a mass statistical data.

The quantitative approach which is found most frequently in studies of personal adjustment problems, interests, and other concerns of children brings forth differences depending upon the instruments used. Since the most common sources of data are inquiries of one sort or another addressed to youth it is probable that the differences in findings may be attributable to whether free response questions, a check list, or indirect methods are used. For example, more personal problems are likely to be revealed in using an indirect method of inquiry than a free response inquiry.

The statements of needs formulated by groups have some advantage over statements of needs by individuals in many cases in that some of the limitations of individual training, experience, insight, and adjustment are offset by group judgement. Furthermore, statements from groups carry more prestige and acceptance value. However, the value of the statements of needs

formulated by a group or an individual would depend on the members of the group and on the individual.

The fact that some investigator says he has discovered a need is not conclusive evidence that such a need exists. Needs are never actually seen; they are always inferences from what is actually observed. For example, when student needs are asserted, their assertion logically depends on certain normative judgements, or judgements of value. One should also consider the fact that investigators differ in the caution with which they make inferences from the data which they gather, and in their consciousness of the extent to which their own interest, viewpoint, and background is involved in their assertion of needs.

As a result of all these factors that are involved in studies and statements of needs, caution should be observed when depending on the work of others for tentative lists of needs. However, it can be useful to examine the work of others to see how needs may be studied and to guide and shorten one's own research.

CHAPTER III

CLASSIFICATION OF THE NEEDS OF JUNIOR HIGH SCHOOL BOYS

It is the purpose of the writer in this section to review some possible methods of grouping or classifying needs, to point out the factors that would affect classifications of needs, and to present a classification of the needs of junior high school boys.

Some reasons for classifying needs. There may be several reasons for classifying needs depending on the purpose for which the classification is made. One that is usually common to most classifications is the necessity of having some way of talking about needs and describing them. Another reason is that the study of the behavior of individuals may be facilitated by the use of an outline or classification. This is usually the reason given by psychologists and mental hygienists. In the case of curriculum building large list of needs are usually obtained; as a result, it is evident that some scheme of classification is essential in order to locate duplicate statements and to get a clearer idea of their relative importance.

Limitations to consider in classifications of needs. There are difficulties encountered when an attempt is made to classify needs. In any attempt at classification there is always the danger that the implicit suggestion in the very fact of classification may lead one to think that needs exist and act separately in the personality. It should be kept in mind

that the personality of the child with which the school has to deal is a total dynamic phenomenon. It may be broken into categories of needs, but these are abstractions for descriptive purposes and do not exist in isolation. Strang[1] has pointed out: "In every case, the need is part of a total pattern or scheme of values, involving both the individual and his environment." Other limitations to consider are clearly evident in the statement made by Allport[2] that: "There is no such thing as a need in the abstract--needs are always integral with the individual expressing them and therefore more varied than any list can encompass."

Other factors to consider would be the special purpose of classification, background and interest of writer, method of obtaining the list of needs, and limitations expressed by the writer. For example, Prescott[3] has made a formal appeal to be wary of a too-willing acceptance of his own classification which he offered "merely as an attempt to examine the objectives of behavior in functional terms, to understand what it is that is 'really making the wheels go round' in human behavior." As a result of these factors that have been mentioned the person who has intentions of using the classifications presented by different writers should not be too willing to accept any one

[1]R. M. Strang, Pupil Personnel and Guidance, Macmillan Company, New York, 1940, p. 51.

[2]G. W. Allport, Personality--A Psychological Interpretation, Henry Holt and Company, New York, 1937, p. 241.

[3]D. Prescott, op. cit., p. 114.

classification for use until he has given some consideration to its limitations.

Some possible bases for classifying needs. When a fairly comprehensive list of needs has been assembled it is usually helpful to skim over the list in order to get some hypotheses regarding possible bases for classification. A complete, discrete system of classification in which no one need appears at more than one place, and in which there is no overlapping, is impossible since needs are stated in different forms and represent different levels of specificity. There are several possible bases of classification which have been used, and it is the purpose of the writer to mention them and indicate some general considerations which might be taken into account in deciding upon a scheme of classification.

Lists of needs have been organized on the basis of types of major activities involved, the major purposes of the activities, the basic relationships of living, the areas of experience in which activities or needs arise, and the types of problems met by boys.

In classifying needs on the basis of the major activities involved, one would place together under the same class all the needs which involve the same major activity; for example, all needs involving basketball would be classed together. It is a useful form for classifying needs in which the development of a certain skill in carrying on an activity is fundamental when the skill requires considerable practice for its development.

A second basis of classification is the purpose of given activities. Thus, for example, one might place together all of the needs relating to health on the ground that they have a common purpose, viz. the achievement of physical health. In similar fashion one might place together all of the needs having to do with recreation which in turn may involve a variety of activities and a variety of objects, but involve a common purpose.

A third possible basis of classification is around the relationships of living, immediate personal-social relationships, social-civic relationships, and economic relationships. This basis of classification may at times be useful, but it possesses the disadvantage that so many major needs involve a variety of types of relationships, so it is hard to classify the needs under any one of these.

A fourth possible basis of classification is around the areas of life experience such as the home, the community, the school, and so on. That is to say, one might classify all of the needs which primarily relate to the home under one head; all of those that relate to the community under another head; all of those that primarily relate to the school under another head; and so on.

A fifth basis of classification is under the major problems met by young people. Thus, one might place together all of the needs relating to such a major pupil problem as making friends. This is not a very logical form of classification,

since these major problems are of different levels of specificity and overlap markedly in terms of some of the other bases of classification. It has value, however, for curriculum purposes because it can easily be made a major center of focus for the thinking of the students. For core curriculum purposes, this is perhaps the most widely used basis of classification.

These are not all of the possible bases of classification, but they are the ones most commonly found.

The preceding considerations suggest that for curriculum purposes, organizations around major pupil purposes or around important pupil problems are likely to be the most promising methods as central schemes of classification supplemented by other methods. The organization can probably best be developed by group conference rather than by a single teacher alone.

Factors to Consider in the Proposed Classification

In order to clarify the nature of the proposed classification, the purpose, source, developmental level of the children, and limitations will be considered.

Purpose of the classification. The purpose of the classification is threefold: (1) to combine some of the results of previous studies of student needs under three major purposes of physical education experiences, health and organic vigor, recreation, and personality development; (2) to serve as the foundation for the organized study of student needs; and (3) to help teachers see the children's needs in relation to what they

do to meet them in a physical education program.

Developmental level of the children. The peculiar needs of boys in the Junior High School are the result of the acceleration of physical, mental and emotional growth which characterizes this period of life. Wide variation in the timing of this rapid period of growth creates many problems. For instance, it is possible to find boys in the same class of the same chronological age who differ greatly in developmental status. One of them may be still a little boy with a little boy's interests and attitudes; another may be physically mature, seeking to identify himself with a man's role in life. Therefore, to understand a pupil and his needs, a teacher must look at the changes that are occuring in body build, facial expression, muscular coordination, behavior with classmates, attitude toward adults, concern with self and the like rather than his chronological age.

The peculiar needs of the pre-adolescent and the adolescent boy which are the result of their growth and characteristics are well illustrated by a chart[1] developed by a curriculum committee. The following summary of the chart should indicate the needs peculiar to the pre-adolescent and adolescent as a result of their different developmental status; however, it must be remembered that growth is continuous and this division is made in order to help understand the pupils.

[1]Association For Supervision and Curriculum Development, Organizing the Elementary School for Living and Learning, National Education Association, Washington, D. C., 1947, Yearbook, pp.68-69.

Age 11, 12, and 13 years

A. Physical Growth and Development
   1. Skeletal Growth
      a. This is a transitional period.
      b. During pubescent spurt the rate of growth is very rapid. The lateral-type matures earlier than the linear-type.
      c. Boys' hands and feet appear to be oversized.
   2. Muscular Development
      a. Muscular growth is very rapid.
      b. Poor control will ensue if the body framework and muscular development are out of proportion in their rate of growth.
      c. Posture may be slovenly. Awkwardness is prevalent.
   3. Organic Development
      a. The heart is not growing as rapidly as the body.
      b. The blood pressure may fall. The fatigue point in competitive games should be anticipated.
      c. There are many minor illnesses of short duration.
      d. The puberty cycle is in progress. Secondary sex characteristics appear.

B. Characteristics
   1. Children of 11, 12, or 13 are strongly individual. They differ widely in physical maturity and in temperament.
   2. The lateral-type child may display over-weight, slow movements, and placidity. The linear-type child may display drooping posture, fatigue, alternating alertness and irritability.
   3. The increase in size and strength of muscles leads to greater interest in outdoor activities.
   4. Competition is keen. There is respect for good sportsmanship. More highly organized games are desired. There is a willingness to submerge personal ego for the good of the team or group. The unskilled child is self-conscious about undertaking new activities.
   5. Some children may initiate too many activities and go beyond the fatigue point. Resultant chronic tension may cause strained relationships.
   6. There is a shift to own-age codes. Prestige is more important than adult approval. The gang interest is changing to interest in one or two best friends.
   7. There is a strong interest in sex. These children may be emotional about bodily changes. Sex-consciousness may cause self consciousness and shyness in the opposite sex.
   8. A ravenous but capricious appetite may be noted.

9. The child may be over-anxious about his own health.

C. Needs
1. There must be careful supervision in order that children of these ages may choose games proportionate to their strength and appropriate for their developmental needs.
2. Skill is essential for successful group participation. The child is willing to practice skills in order to gain proficiency, but needs informed guidance.
3. Games of increased organization such as softball, kickball, modified soccer, etc., are needed. The sedentary or self protective child may need encouragement to play out-of-doors.
4. Special provision must be made for the child who is reaching his literate capacity and may be able to gain his chief satisfactions from muscular activities.
5. It is as important for children to develop good spectatorship as it is for them to develop good sportsmanship.
6. More mature interests must be met by more mature programs. There must be opportunity for many types of social contacts.
7. Provision must be made for growing interest in social dancing.
8. The rest needs are about 8 to 9 hours or longer.
9. The child's increasing desire to improve his personal appearance provides excellent opportunity to remedy habitual postural defects and to establish a balanced diet.

Age 14, 15 and 16 Years

A. Physical Growth and Development
1. Skeletal Growth
   a. The lateral-type boy attains adult height at about the age of 16 years. Growth of the linear-type boys continues to the age of 20 or later.
   b. Bone growth is completed with sexual maturity.
   c. The face and body are now attaining adult contours.
2. Muscular Development
   a. The awkward age is ending. There is improvement in coordination.
   b. The muscles of boys become hard and firm.
   c. Posture is improving.
3. Organic Development
   a. The heart increases greatly in size. Boys should avoid strenuous competitive sports

since the heart and arteries may be out of proportion.

b. The puberty cycle is completed in the majority of cases.

c. There may be a period of glandular instability with fluctuations in energy level. Ailments of this age may include headache, nosebleed nervousness, palpitation, and acne.

d. The prevalence of active tuberculosis increases in the teen-age.

B. Characteristics

1. The child of 14, 15, or 16 may have reached physiological adulthood but lacks its experiences. He may exhibit a know-it-all attitude. He is intensely emotional. He is seeking his own place in life around him. There may be emotional instability while striving to understand social relationships.
2. The desire to conform to standards of the age-group is stronger than the response to adult guidance. Many respond more readily to the influence of the teacher than of the parent.
3. During adolescence there may be close attachment to and almost unlimited admiration of some adult whom he considers outstanding.
4. All can compete in games requiring higher skills. Groups evolve according to physical maturation and interests.
5. Boys like to be thought big, strong, and healthy. In both sexes there is interest in and emphasis on physical attractiveness and good grooming.
6. Wage earning is desired by many.
7. Sexual manifestations may cause self-consciousness. Many lack adequate sex information and guidance.
8. The child may become over-confident about assuming personal responsibility for maintaining good health.

C. Needs

1. Children of 14, 15 or 16 need unobtrusive adult guidance that does not impinge upon their own feeling of being adults. A balance between security and freedom is needed.
2. Family solidarity as a retreat from the confusion of widened horizons and more complex experiences is important.
3. Children of this age need worthy causes in the promulgation of which they may utilize their excess emotions and energy.
4. Special provision must be made for the child who is reaching his literate capacity and may be able to gain his chief satisfactions from muscular activi-

ties.

5. Social dancing is a must at this level.
6. Rest needs are about the same as for adults, 8 hours or longer.
7. School and community must unite to plan with and for these young people a worthwhile after-school program. The place and the activities must be agreeable to them. Provision must be made for the child who desires creative, manipulative, or contemplative activities, as well as for those who wish more active recreation.

Source. The sources utilized to determine the scope and nature of the needs in the classification are: reports of youth surveys, reports of analyses made of numerous case studies, reports concerned with adjustment problems, summaries of children's needs by different authorities, and reports concerning health and physical education objectives by different authorities.

The needs classified under the headings, Health and Organic Vigor, and Recreation were taken from reports by Bain,[1] Nixon,[2] La Porte,[3] Brace,[4] Voltmer[5] and Irwin.[6]

The needs under the heading of Personality were selected

[1]K. Bain, op. cit., p. 8.

[2]E. W. Nixon and W. F. Cozens, op. cit., pp. 72-74.

[3]W. P. La Porte, The Physical Education Curriculum, The University of Southern California Press, Los Angeles, California, pp. 37-38.

[4]D. K. Brace, op. cit., pp. XVII-XVIII.

[5]E. F. Voltmer and A. A. Esslinger, op. cit., pp. 53-55.

[6]L. W. Irwin, op. cit., pp. 43-54.

from reports by Thayer,[1] Prescott,[2] Douglass,[3] Astor,[4] Nixon,[5] Thomas,[6] Brace,[7] and the American Youth Commission.[8]

Classification of Needs

Needs concerned with health and organic vigor.

1. Need for a safe, sanitary healthful school environment. This means:

Control of such environmental factors as heat, air, light, sunshine, buildings, grounds, noise, color, form, construction, water supply, sewage disposal, and play space so that they contribute to, rather than deter from, healthful school experiences.

An environment in which boys and girls are freed as far as possible from the conditions which produce unnecessary fear, anxieties, conflicts, and emotional stresses.

2. Need for protection from infections and conditions which interfere with proper growth and development. This means:

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[1]V. T. Thayer, C. B. Zachry, and R. Kotinsky, op. cit., 483 pp.

[2]D. A. Prescott, op. cit., pp. 113-125.

[3]H. R. Douglass, op. cit., pp. 32-40.

[4]F. Astor, op. cit., p. 300.

[5]E. W. Nixon and F. W. Cozens, op. cit., pp. 72-74.

[6]J. Thomas, op. cit., p. 4.

[7]D. K. Brace, op. cit., pp. XVII-XVIII.

[8]The General Report of the American Youth Commission, op. cit., pp. 106-112.

Adequate examination and inspection of pupils, teachers, and custodial personnel to detect communicable diseases as well as deviations which impair health.

An opportunity to receive necessary immunization and testing procedures.

3. Need for an opportunity to realize their potentialities of growth and development. This means:

Adequate medical and dental care on the basis of individual needs as shown by examinations.

The elimination of remediable defects and the improvement of postural mechanics in so far as these can be influenced by muscular activities and health advice, based on adequate physical and health diagnosis.

Adequate nutrition to assure well-nourished children.

Participation in a program of physical activity designed to develop organic power, strength, skill, agility, poise, and endurance, as well as ability to participate with others in games and sports which promote alertness, cooperation, respect for individuals and groups, initiative and a feeling of personal worth.

Participation in a recreational program designed to create interest in activities which develop talents making for wholesome living, and broadening the child's horizon of the world in which he lives.

A balance and rhythm in the child's daily life which is in keeping with his physical, mental, and emotional needs.

4. To learn how to live healthfully. This means:

An opportunity to learn and to make wise decisions, form health habits and attitudes based on scientific knowledge of health and disease.

An opportunity to make choices and assume increasing responsibility for one's own personal health.

An opportunity to acquire information and attitudes appropriate to the grade level about physical and emotional development, maturity, and patterns of social conduct which will contribute to the health of the individual and other citizens to insure wholesome family and community living.

5. Need for teachers who are equipped by training, temperament, and health not only to give specific instruction but also to help children to mature emotionally. This means:

Teachers not only prepared to teach but those who are also emotionally stable and adjusted, because the development of healthful personalities is dependent upon the relationships, and attitudes which are built up between teacher and children.

Recreational needs.

1. Need to prepare for intelligent use of leisure time.

2. Need for the development of interest in wholesome recreational activities as contributions to the joy of living and as a means of relief from the mental and emotional strain of life.

3. Need for participation in activities that are fundamental to physical development and basic to recreation.

4. Need for the development of useful and desirable skills in activities suitable as avocational interests for use during leisure time.

5. Need for development of psycho-motor skills.

6. Need for proper coordination of special senses with body movement.

7. Need for development of natural racial activities.

8. Need for development of general body control.

9. Need for development of skills common to America generally and to one's own locality particularly.

10. Need for the development of interested participation in stimulating activities with a strong emotional element to counteract the influence of sedentary forms of entertainment.

11. Need for acquisition of skills in recreational activities of the muscular type which can be used profitably in later life.

12. Need to develop and establish habits of regular participation in recreation activities.

13. Need for the development of a comprehensive knowledge of rules, techniques and strategies in the above activities suitably adapted to various age levels.

<u>Personality needs</u>. Need for:

1. Desirable relations with parents

2. Heterosexual development

3. Expanding meaningful and satisfying friendships and group contacts

4. Development of satisfactory ideals and codes of conduct

5. Affection

6. Belonging

7. Status (acceptance among his fellows)

8. Recognition (Social approval and prestige)

9. Security (physical, emotional, and economic)

10. Approval by others of same generation

11. Approval by adults

12. Development of emotional control

13. Personal achievement (mastery and success)

14. Adequate philosophy

15. Proper adjustment to physical and emotional changes attending adolescence

16. Contact with reality (in order to grow in knowledge, understanding, and wisdom)

17. Harmony with reality (otherwise realities will foredoom one to defeat)

18. Increasing self-direction (away from parents or parent substitutes)

19. A fair balance between success and failure (otherwise a warped sense of values)

20. Attaining self-hood of individuality (recognize himself as a unique personality with distinctive characteristics; finding himself in both a personal and social sense)

Limitations of the classification. In a discussion con-

cerning the functions of secondary education Ryan[1] stated that:

> The exact determination and classification of the present and probable future needs of young people is, of course, a task that will occupy generations of workers to come. The problem is as broad as the whole range of human activities, it is as deep as the nature of man, and there is no end to it because it keeps renewing itself as fast as people alter their modes of living.

These facts in addition to the review of literature in the second chapter make it clear that as yet there is no complete agreement to the needs of youth or as to their classification.

In reading the proposed classification, one must realize that it is a secondary source, a mere summary of other peoples' studies. Several cautions must therefore be observed. For the sake of brevity some statements have been reproduced without their full original content, and as a result some distortion and ambiguity may be present.

In addition, there is some overlapping of statements within the different categories.

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[1]H. Ryan, "Functions of Secondary Education," Bulletin of the Department of Secondary Schools Principals of the National Education Association, Volume 21, Number 64, January 1937, p. 37.

CHAPTER IV

PROCEDURES THAT CAN BE USED TO DETERMINE THE NEEDS OF JUNIOR HIGH SCHOOL BOYS

Determining the Needs of the Individual

In order to know the needs of the group, it is necessary to know the needs of the individual pupils who make up that group. Therefore, it is of value to know how to use procedures that could be helpful in determining their needs, which in turn may help us to understand the children better. It is necessary to have the facts of child appraisal before planning physical education experiences on the basis of pupil need; however, since the physical educator may not have a great deal of time, it may be a problem for him to get a maximum of information in minimum amount of time. The following procedures are suggested as valuable in the determination of specific needs of the child.

Using an outline of needs to aid in understanding behavior. Fenton[1] has developed an outline for the study of the individual student in terms of his needs. It consists of the following seven general headings with various subtopics under them:

1. The need for a healthy body and good physique and appearance.
2. The need for feelings of security.
3. The need for social adjustment and recognition.
4. The need for feelings of competence.
5. The need to accept the conditions, the realities, of his own life.
6. The need to experience curiosity and pleasure and to

[1]N. Fenton, Mental Hygiene in School Practice, Stanford University Press, Stanford, California, 1943, pp. 192-193.

acquire active and varied interests.

7. The need to be considered a developing personality.

This outline attempts to aidthe teacher in seeking a casual explanation of why a child behaves as he does. This method of studying a child to see how well his fundamental needs are met was designed to be used in connection with the personnel and procedures of school case work. These include a careful physical examination, a good social history obtained from an interview with the parents, theschool history, the reports of psychological-and educational-test results, and a personal interview with the child.

This method should have implications for the physical education teacher in that it might be adapted and modified to aid in making a study of individual children who are in need of help in achieving desirable adjustments.

Making use of the results of medical exams past and present. It is usually the practice in different school systems to give the child a medical examination either once a year, once every two years, or once every three years. The thoroughness of the exam and its frequency is dependent upon the parents, school board, and superintendent in regard to providing the necessary time, money, and staff needed. The correction and follow up of remedial defects will also depend on the parent-school and doctor cooperation. Some school systems have the practice of keeping cumulative records of the child on which are recorded the results of past and present exams. Others keep health records or cards of the pupils from year to

year, and the adequacy of the information will depend on the health service in the school.

The health status of the individual child should be known as thoroughly as is possible by the physical educator before participation in activities which may prove harmful to the individual. This would necessitate knowledge of whether the student is weak or otherwise physically handicapped, and if remedial defects are being corrected. The school nurse, doctor, teacher, and parents should be asked to call the attention of the physical educator to any child who may in any way need special consideration in regard to his health limitations.

In studying the past health records of the child, the physical educator may get a better understanding of the child's growth process, advance toward maturity, health assets, and health liabilities. All of these have an important bearing on the child's pattern of behavior. Individual health needs which are indicated, by health records and by observation should be taken into consideration when the child participates in a physical education program in order that the teacher may help to maintain, improve and protect the health of the child.

Using physical education tests and measurements. The physical education teacher may be helped in determining the individual's physical education needs by using physical education tests and measurements. If used properly, they could help in the following ways[1]: (1) to determine an individual's vari-

[1]C. H. McCloy, Tests and Measurements in Health and Physical Education, F. S. Crofts and Company, New York, 1947, pp. 298-299.

ous innate capacities or potentialities for development; (2) to ascertain the level of skills and abilities to which he has attained, both absolutely and as related to his capacities; (3) to aid in the diagnosis of the reasons for apparent specific disabilities or short comings; and (4) to help in the proper classification of pupils.

To ascertain accurately and economically these facts concerning the individual, there is a need for the physical educator to know how to select tests, use them correctly, and to interpret the results properly. In the field of testing in physical education there are a number of criteria by which an adequate and useful test may be distinguished. The following criteria proposed by McCloy[1] should help to indicate the facts to consider in selecting a test: (1) validity, (2) reliability, (3) objectivity, (4) simplicity, (5) conservation of time, (6) cost, (7) ease of understanding, (8) standardization of procedure, (9) duplicate forms, and (10) the tests must be meaningful and worth doing.

In order for the physical educator to use the selected tests correctly and to interpret the results properly it is suggested that he thoroughly familiarize himself with the best of the tests available, and that in familiarizing himself with these tests, he also familiarize himself on the basis upon which they have been devised, so that he will thoroughly understand the purpose for which each test is given and the use to

[1]C. H. McCloy, op. cit., pp. 7-9.

which the results may be put.

Analysis of personal adjustment needs. Adjustment and readjustment of the individual to himself and to his social setting constitute a major problem today. In the United States over half of the hospital patients in the country-some 600,000-are psychiatric cases. Every year, 150,000 cases are admitted to mental hospitals, and it is estimated that eight and one-half million persons in the United States today are suffering from mental disorders.[1] Unless constructive steps are taken, it is predicted that one in every twenty persons in our population will require some kind of psychiatric care at sometime during his life.

The implications that these facts have for the physical educator are threefold: (1) prevention, (2) recognition of adjustment problems, and (3) to seek expert assistance when needed.

Adjustments vary in nature and in quality. Some persons successfully adapt themselves to their surroundings, others acquire unfortunate habits of conduct which hinder rather than aid the eventual satisfactory solution of their difficulties. These variations in adjustive ability are not accidental or uncaused, and in order for the physical educator to understand factors that affect adjustment he should be acquainted with the adjustment process. The principal steps in the adjustment sequence are: the existence of a motive, the operation of some

[1]Federal Security Agency, Mental Health Series, United States Government Printing Office, Washington, D.C. Number 4, June, 1948, p. 3.

thwarting which prevents its immediate satisfaction, giving rise to varied response leading eventually to tension reduction or solution.[1] By thwarting is meant "a circumstance in which the accustomed mechanisms of the individual are unable to satisfy an aroused need."[2]

The factors[3] that thwart human needs may be divided arbitrarily into three general classes. (1) Environmental obstacles for example, laws and customs of society and the activities of other persons form environmental difficulties which arouse adjustive behavior. (2) A second class of thwarting is that which occurs because of some personal defect of the individual. Physical defects such as lameness or ugliness, mental defects, and social defects provide many of the obstacles which prevent the direct satisfaction of needs, (3) Another factor causing thwarting has to do with conflicting needs, for example, sex need versus need for social approval.

In order to recognize adjustment problems, the teacher should make use of all possible sources in evaluating the adjustment of a pupil. These sources would include observing individual conduct, asking others their opinion about him, and directly questioning him concerning his attitudes, beliefs, and behaviors. Information that would be important to obtain would involve knowledge of the individual's past history,

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[1]L. F. Shaffer, The Psychology of Adjustment, Houghton Mifflin Company, Boston, 1936, p. 116.

[2]Ibid., p. 117.

[3]Loc. cit.

present environment, adjustment attitudes, adjustive processes-including what situations create pleasant and unpleasant emotions in the child, how he acts when he is emotional, what adjustive mechanisms does he use, and whether his concepts, goals, and aspirations are realistic.

A simple and useful method of approach to the evaluation of adjustments is the situation-response method[1] of analysis. In this approach, the teacher attempts to define exactly what situations bring forth the undesirable behavior and exactly what responses are made. If aggressive behavior, for example, is the principal symptom, the areas of aggressiveness must be distinguished. Some individuals may show this attitude toward persons in authority but not toward their equals, toward parents but not toward teachers and vice versa. In cases involving worry or anxiety, the definition of the situation in which it is aroused may indicate to what the individual is reacting improperly. This approach pays the largest attention to the present behavior of the individual.

Another method that is proposed by Shaffer[2] for evaluation of adjustment is the need-satisfaction analysis. By understanding the individual's needs and by detecting how his behavior contributes to their satisfaction, plans may be formulated for the guidance of readjustment. A useful approach is to make an inventory of the ways in which the individual is achieving the satisfaction of his basic needs.

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[1]Ibid., p. 466.
[2]Ibid., p. 467.

In the practical application of these methods of evaluating adjustment of the individual the following questions[1] should be kept in mind.

> What needs are satisfied by his behavior? To what degree is the seeking of substitute satisfactions due to environmental difficulties or to his present inability to satisfy needs by more usual methods? To what degree is this occasioned by excessive needs? How did the maladjustment arise? What factors in the environment or in the personality of the individual can be redirected to reconcile the discrepancies between needs, abilities and opportunities?

Howard and Patry[2] suggest the asset-liability analysis as a method by which adjustments may be evaluated. A chart or table is constructed which enumerates the assets or desirable qualities of the individual and of his environment, and the liabilities or handicaps, both personal and circumstantial. Liabilities are divided into two classes, those that are modifiable by available means, and those considered unmodifiable either because of their nature or because of their inaccessibility to treatment. Assets and liabilities are tabulated in each of the following areas: family, home, neighborhood and school influences, and the physical characteristics, mental abilities, personality traits, developmental progress, and habitual adjustments of the individual. Assets may include such facts as good mental ability, social interests, desirable personality traits, cooperative parents, neighborhood recreational facilities, and many other constructive elements. These

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[1] Ibid., p. 468.

[2] F. E. Howard and F. L. Patry, Mental Health, Harper, New York, 1935, pp. 406-421.

are to be utilized in bringing about readjustment. Modifiable liabilities are illustrated by many undesirable traits of personality, home faults such as quarrelsomeness, lack of security or overprotection, and school maladjustment such as grade misplacement, wrong methods of discipline or lack of motivation. Among the relatively unmodifiable liabilities are serious physical defects, mental dullness, and poor economic status. The method of attack on irremedial defects is to assist the subject to accept them unemotionally, to guide him into constructive compensations, and to adapt circumstances so that they are less annoying. Howard and Patry[1] regard maladjustment as a lack of balance between assets and liabilities. The object of the analysis is to present a complete and integrated picture of the individuals personality and his opportunities, to serve as a guide for restoring this equilibrium.

A further elaboration of the method is the "Fourfold Individual Analysis Chart"[2] which in addition to assets and liabilities states the individual's needs and what activities promoting needs can be supplied in order to effect readjustment.

The object of all these methods of analysis described is to assist in understanding the individual, in interpreting data about him and in formulating plans for reconstruction of his behavior.

Analysis of social adjustment needs. An appraisal of the

[1]Ibid., p. 407.

[2]Ibid., pp. 426-430.

child's social adjustment is a requisite in understanding him and for planning physical education activities for him. Numerous factors may affect the socialization of an individual. Some of these are: family influences, friends, social information, social experience, physical maturation, peer group influences, acceptance of sex roles, personality, current mores, change of interests, and the caste and class structures within the community.[1] The fact that practically all adolescents are influenced by the different groups that they come in contact with is an important fact to consider in determining their needs. These groups such as the home, the school, a club, and the neighborhood gang are each organized differently, and as a result the individual child must adjust accordingly to these groups, which are important factors in his developmental process. The type of adjustment he makes within these groups will have an effect upon his social development.

It is the purpose of the writer in this section to suggest possible means which may be of help in appraising the child's status in regard to social development. Use of cumulative records; observation; informal contacts with children, parents, teachers, and friends; having students list groups to which they belong and the things they do should yield information that is pertinent. While using these means to obtain information several factors must be considered in order to get an idea of the child's social adjustment; they have to do with his

[1]Division on Child Development and Teacher Personnel, The Socialization of the Individual, American Council on Education, Washington, D.C. 1941, pp. 46-56.

degree of acceptance as a member of different groups, his feeling of belongingness to different groups, range and quality of friendships in school and neighborhood, and adjustment to opposite sex. If the teacher knows these facts about the child he should have some idea of his social adjustment. He will then know which children are the isolates and problem cases in this area.

Following this survey the physical educator should attempt to discover the causative factors hindering a child's social development, and help the child deal with them effectively in order that he may gain acceptance and a feeling of belonging in the different groups in his environment. This might entail teacher-pupil conferences, special coaching, providing suitable social activities for all, and provision that all may learn desirable social skills and needed social information.

Analysis of recreation needs. The physical education teacher should try to understand the recreation needs of his pupils. This is necessary because the school is supposed to help the child improve the use of his leisure time in order to promote his optimum development.

In order to find out what the recreation needs of a child may be, it is necessary to analyze his leisure-time activities. This necessitates finding out how much leisure time he has, how he spends it, where he spends it, and how he would like to spend it. Other information that would be useful would include a list of the recreation clubs and organizations available, the

extent of the participation, types of programs offered, and an invoice of the equipment and facilities available.

It would also be desirable to ascertain what the future occupational and social status of the individual is likely to be in as much as is possible.

In addition the pupils' desires in the area of recreation must be analyzed. This would involve finding out his likes, dislikes, and problems in regard to activities, and recreational organizations and programs.

An adequate attempt to discover these needs might involve some of the following techniques: observing the activities in which children engage voluntarily; observing pupil conversation in school and on the playground; interviewing some of the children; informal contacts with parents, teachers, and recreation leaders; the use of interest check lists and special questionnaires.

In the process of determining the desires or interests of the child the physical educator should be aware of the factors that would affect his results. Variables[1] such as age differences, seasonal changes, adult interests in the community, social environment, nature of equipment and facilities, and past experience would have influence on the findings obtained.

The fact that there is always the danger of finding the desires of the child limited by what he is accustomed to should

[1]H. Lehman, and P. A. Witty, The Psychology of Play Activities, Barnes and Company, New York, 1927, p. 186.

indicate that what an individual would choose to do in his leisure time may not always be taken too finally and literally. Furthermore, some of the interests of children may be undesirable in regard to growth conditions and should therefore be discouraged.

If the analysis is well planned and carried out properly during the different seasons of the year, the combined results interpreted properly should yield helpful information in regard to indicating the recreation needs of the pupils.

To assist in the wise use of the information each teacher should keep an inventory record of the interests of his class. Group, individual, passing, and fundamental interests should be noted. All available means of discovering and measuring interests should be employed to develop it. Such an inventory may be considered the basic specifications for instruction arising out of the nature of the child.

The physical educator who knows the recreation needs of his children can be of assistance in advising adjustments for particular children; helping them to learn through profitable experiences how to make wise choices in the use of their leisure time, and thus serve to promote their orderly growth and development.

Determining the Needs of the Group

There is no single test, device or technique that can determine all the needs of a group; therefore, it is necessary

to utilize as many procedures as may be practicable to the situation in order to get a comprehensive list of student needs. It is of value to know some of the suggested procedures and to be able to use them when necessary.

Making use of the reports of studies of young people. The teacher of physical education who wants to determine the needs of his students may secure some helpful information from studies which have been made of student needs. The reports by Thayer,[1] Prescott,[2] and Lehman[3] are but a few examples of the careful studies of young people that have been made. Such studies should be useful in identifying the more general needs of students, those which can be assumed to be, in a measure at least, existent in all situations. In addition they may suggest methods by which local studies of needs may be made, and furnish data to which the data obtained from local studies may be compared.

In using the reports one needs to remember that any study is conditioned by the point of view of the investigator and by his procedures. That is to say, if the investigator is a psychiatrist his studies are likely to emphasize the mental hygiene needs of students, both because he is more conscious of those needs, and also because his techniques are particularly appropriate for a study of psychiatric problems. In similar

[1]V. T. Thayer, C. B. Zachry, and R. Kotinsky, op. cit., 483 pp.

[2]D. Prescott, op. cit., pp. 113-125.

[3]H. C. Lehman and P. A. Witty, op. cit., 242 pp.

fashion, a study of young people made by health officers and physicians is likely to be particularly helpful in revealing health needs, rather than in revealing all the possible needs of young people. These reports and summaries of such reports as presented in chapter two should serve as a source for finding out some of the needs of students, and for illustrations of techniques which may be used in determining their needs.

Making one's own studies of young people. Every physical education teacher can profit by studying the pupils in his own class. No matter how carefully pupils in general may have been studied by investigators, the particular needs of young people in one's class may differ at points from those which are common to adolescents in general. In this way the studies of one's own pupils are likely to provide a valuable supplement to any list of needs obtained from other sources. Such studies involve observations, interviews, the use of various tests and evaluation instruments, and the activities of young people.

Making use of the reports of studies of the activities and problems of people in our society. Some investigators have been concerned with studies of modern society and of the people in that society. These studies frequently throw light upon the needs of adolescents. Thus, the study of "Middletown,"[1] "Middletown in Transition,"[2] "Social Life of a Modern Communi-

[1]R. S. Lynd and H. M. Lynd, Middletown, Harcourt, Brace, New York, 1929, 350 pp.

[2]R. S. Lynd and H. M. Lynd, Middletown in Transition, Harcourt, Brace, New York, 1937, 604 pp.

ty,"[1] and "The Individual and His Society"[2] would probably indicate significant needs in our society. Studies based on activity analysis such as Lehman's[3] which deals with play activities of persons of different ages and Bobbit's[4] list of the activities of people in modern society might also suggest needs that may be of significance to the investigator.

Making one's own studies of the activities and problems of people in the community. To supplement the reports of studies of activities and problems in our society it is helpful to make a more specific study of one's own community. This will reveal types of problems and needs which may not necessarily be characteristic of American civilization, but may be very significant needs for the particular pupils in one's own school.

In order for the teacher to get a maximum amount of information and understanding of the community in a minimum amount of time, the following outline indicates the kind of information to be collected and methods which may help.

1. Composition of the population (age and sex, nationality and racial groups, marital and occupational status, size of families etc.). Census reports, state reports, city and town reports.

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[1]L. W. Warner and P. Lunt, Social Life of a Modern Community, Yale University Press, New Haven, 1941, 460 pp.

[2]A. Kardimer, The Individual and His Society, Columbia University Press, New York, 1939, 503 pp.

[3]H. C. Lehman and P. A. Witty, op. cit., 242 pp.

[4]F. Bobbit, Curriculum in Modern Education, McGraw Hill Book Company, New York, 1941, 419 pp.

2. Birth and death rates. Reports of the local health department, city and town reports.

3. Accidents (number, cause, and severity). Records of the police department and hospital records.

4. Illness (incidence, cause, age, sex). Local department of health, school attendance records, hospital records, visiting nurse agency.

5. Impairments (age and sex, kind and duration). School records, social welfare agencies, local health department.

6. Social maladjustments (delinquency, vandalism etc.). Local police and other department records.

7. Educational records. Absences, retardations, failures, behavior problems, drop-outs, transfers.

8. The physical resources for recreation. Observation.

9. Typical recreation patterns of the community. Observation; newspapers; conversation with teachers, parents, and children.

10. Places where youth congregate. Observation; conversation with pupils, teachers, and parents.

11. Recreational and cultural opportunities. Observation; conversation with pupils, teachers, and parents.

12. Evaluation of existing recreation programs. Observation; conversation with teachers, parents, recreation leaders, and pupils.

13. Leisure time agencies and youth organizations. Observation; conversation with pupils, teachers, parents, and

recreation leaders.

14. Quantity and quality of pupils' participation in neighborhood and community affairs. Survey questionnaire, observation, interviews.

15. History of the community. Library; conversation with teachers, parents, and children.

16. Good and undesirable influences in the community. Observation; conversation with teachers, parents, and pupils.

17. Prescence of social classes and distinctions. Observation; conversation with teachers, parents, and pupils.

18. Sources of community pride. Observation; conversation with teacher, parents, and pupils.

The information that is obtained should give a better understanding of the effects that environmental factors outside the school have on the children. Steps could then be undertaken to make needed changes or improvements in the school and community for the welfare of the children.

Exploring the ideas of teachers regarding pupil needs. The ideas of teachers could provide an available source for obtaining statements of possible needs of pupils. In obtaining ideas from teachers it could be helpful to use some form of classification sharts that might help to suggest types of needs which might not occur to them without such suggestions. One might then ask, "What are the needs of the pupils in this school in the area of health? What are the needs of the pupils in the area of recreation? What are the needs of the pupils

in the area of personality development?" This classification would help to suggest many needs that might not be thought of without it. There are other schemes of classification that might be used. Still another scheme of classification involves asking teachers, "What they think the physical education field can contribute to the needs of the pupils?" Whether any of these methods are used or not, informal conversation with the teachers in regard to pupil needs can contribute to the list of needs. Another technique might involve asking the teachers, "What are the important problems that need to be taken care of in regard to the physical education program?" These techniques should help bring to light the ideas of teachers in the school regarding needs of pupils related to the field of physical education.

It is, of course, true that no individual teacher nor groups of teachers are likely to think of all the needs of the pupils in the school relating to physical education. However, since they have been living with young people, observing them, working with them, thinking about them, teachers are likely to be a fruitful source for obtaining suggestions as to possible needs.

<u>Exploring the ideas of pupils themselves regarding their needs</u>. Another source for a comprehensive list of needs is the pupil. Although he may be unaware of some of his important needs, he is conscious of many of his needs and can helpfully supplement any list that is being drawn up. In obtaining needs

from the ideas of pupils it is [illegible] helpful to have some form of classification which tends to indicate possible types of needs which pupils might otherwise forget. In place of asking the pupils, "What are your needs?" it would probably be better to ask such specific questions as, the following: "What do you want to get out of this years program? What would you want to be able to do that you can't do now? What are your problems in the physical education program? What don't you like about the physical education program? What would you like to have added to the program? What would you like to have omitted from the program?"

When information concerning needs is obtained in this manner, the teacher must be aware of the limitations of insincerity and inadequacy of expression. To counteract these factors it may be of help to obtain information through casual conversation with individual pupils and small groups of pupils in which they are led to do most of the talking.

Exploring the ideas of parents and laymen regarding pupil needs. Parents and laymen should be able to supplement the ideas of teachers and pupils in helping to obtain a comprehensive list in regard to the possible needs of pupils. Some difficulty would probably be involved in giving them some understanding of what was expected. To obtain information regarding the needs of pupils several techniques would probably have to be employed. Some of these are: informal conversation, discussions at parent-teachers meetings, check lists, and

questionnaires.

A well organized plan carried out properly might well prove to be valuable not only in obtaining information concerning pupil needs but in helping to promote parent-school cooperation in a democratic way.

Such a plan might involve obtaining information concerning criticisms, problems, and suggestions from the parents and laymen in regard to the physical education program.

Summary. By using all of these suggested sources it is possible for the physical education teacher, who is trying to determine the needs of his pupils, to obtain a rather comprehensive list of possible pupil needs. These sources will yield needs in a variety of forms. Some might be stated in terms of activities which people need to carry on effectively, as for example, the need "to swim properly." Others will be stated in terms of the purpose of an activity as, for example, the need for "physical health." Others might be stated in terms of problems involved in achieving purposes as, for example, the need "to eliminate safety hazards in the school." Still others may be stated in terms of values or characteristics desired in people, for example, the need for "self assurance." When these needs are analyzed later for their possible value, these different forms of needs should not be a serious handicap for the different forms of statements can be related.

CHAPTER V

IMPLICATIONS FOR THE PHYSICAL EDUCATION TEACHER

It is the underlying purpose of the writer in this chapter (1) to show the relationship between learning and felt needs, (2) to point out some procedures for meeting needs, (3) to summarize the report and indicate conclusions, and (4) to enumerate possible areas for needed research.

Learning in Relation to Felt Need. Lee[1] states that: "Learning is facilitated when the material satisfies a conscious need or purpose of the learner." This statement is corroborated by the results of an experimental investigation by Rodgers[2] who found that practicing game techniques in relation to a felt need produced greater achievement in results than the two other methods of teaching used. In addition, Lee[3] mentions that: "Experiences should meet the needs of the learner, or there is no justification for them." These facts imply that learning activities which take pupils needs into account should be provided by the school in order to promote effective learning.

This would necessitate recognition of the needs of the

[1]J. M. Lee, op. cit., p. 142.

[2]E. G. Rodgers, An Experimental Investigation of the Teaching of Team Games, Teachers College Contribution to Education, Series No. 680, Bureau of Publications, Teachers College, Columbia University, New York, 1936, 65 pp.

[3]J. M. Lee, op. cit., p. 169.

child by the physical educator and also by the child himself. It is necessary that the child recognize his needs, for as Lee[1] postulates: "When pupils feel the need for knowing certain facts or acquiring certain abilities, not only is the learning much more effective but much more rapid as well." Therefore, the physical education teacher should plan the presentation of activities to meet the recognized needs of his pupils and help pupils to become aware of their needs for activities selected as important as a result of other criteria.

Procedures for meeting Needs. The following procedures are recommended for meeting the needs of junior high school boys which have implications for the physical education teacher:

1. Provide effective school health service, such as examinations to determine health status and follow-up to secure treatment of defects for all pupils.

2. Provide an effective program of physical education which develops desirable physical fitness, social behavior traits, attitudes, and skills needed by pupils to meet the duties of citizenship in a democracy. Some important factors to consider in regard to such a program are pointed out by Irwin[2] in the following summary:

1. The junior high school period should be one of prolonged exploration and experimentation.
2. The activities should be selected from a physiological and anatomical point of view, and, if necessary, modified in order not to overtax the endurance through intensive competition.

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[1]Ibid., p. 142.

[2]L. W. Irwin, op. cit., p. 133.

3. The curriculum should be arranged to take advantage of racial and cultural backgrounds as well as present interests.
4. Ample physical activity should be provided for students of this age through daily class periods and out-of-school activities.
5. The greatest emphasis should be on modified team games and lead-up games, especially at the lower level of the junior high school. Emphasis should be placed also on some activities having a carry-over value.
6. The curriculum should be flexible in order to provide a wide range of activities for the many interests and needs of the students with some provisions for pupils to select certain activities in which they may have an interest.
7. Social dancing and a limited amount of folk dancing should be available for the boys.
8. Opportunities for coeducational participation should be provided in certain carefully selected activities. The activities should be offered to the boys and girls after the fundamental skills have been learned in the daily class periods. These coeducational activities are usually best conducted in recreation periods.
9. The teachers in physical education for junior high school students should be especially well trained and carefully selected. They should understand the particular and peculiar needs of the students, especially so far as interests, capacities, and characteristics are concerned. Teachers of the junior high school physical education classes should be naturally sympathetic and patient.

3. Develop curricula which will prepare pupils effectively for participation in wholesome recreation during the periods of youth and adult life.

4. Develop effective recreation programs through twelve months of the year. Cooperation of parents, teachers, and organizations outside the school would facilitate the development of such programs.

5. Provide adequate facilities including equipment and supplies to help meet the needs of the boys.

6. Provide an effective program of health and hygiene

which offers guidance in the development of attitudes, habits, and knowledge necessary for health living in order to enable pupils to meet the problem of healthful living.

7. Develop a policy for the systematic study of pupil needs in order to reveal status and growth in the skills and abilities needed for effective adjustment to life.

8. Provide a safe, sanitary, healthful school environment.

This brief outline of what the writer considers important factors in meeting the needs of junior high school boys would have to be expanded; however, it may serve to illustrate what may be done to help meet pupils needs.

Summary and Conclusions. Although there is general agreement among educators that the educational program of a secondary school should be based upon the needs of youth, there appears to be much difference of opinion as to just what these needs are and what they imply for the curriculum. Virtually any list of needs is a reflection of the orientation or philosophy of the proponent. Since, however, the commonly proposed needs of youth represent a wide variety of usages of the term need and suggest different courses of action on the part of the school, it was necessary to discuss some of the commonly accepted meanings of the term need. The following concepts were discussed:

Needs growing out of the demands of culture

1. Life demands

2. Broad objectives

3. Lacks or shortcomings

Needs growing out of the demands of the organism

1. Fundamental urges or drives

2. Wants

3. Goods and services

Following the discussion of the different concepts of needs the terms commonly used synonomously with and in relation to needs were explained. The terms drives and urges could be used synonomously with the term needs, while the term purpose could only be used in relation to a conscious need which the individual is trying to satisfy. Technically, interests and needs do not have the same meaning; however, it is clear that interests are related to needs, and the interests of an individual may be indicative of certain needs. Wants and desires are terms that can be used synonomously with needs for they are supposed to arise out of the fundamental urges or drives of the individual. Felt needs are concerned with any need of which the individual is conscious. Student needs have to do with what someone infers that a student ought to acquire, do, be, etc..

The definition of terms was followed by a discussion which showed the agreement that existed in regard to behavior as being caused by needs of the individual. This implied that an understanding of thebehavior of an individual could be facilitated by a study of his needs.

A review of reports of studies, problems, and summaries concerned with needs of children was presented (1) to illustrate the divergent concepts and meanings for which the term need is frequently employed, (2) to provide an overview of the literature on the subject, (3) to illustrate some of the techniques used to gather information, and (4) to investigate the adequacy of the different methods of approach employed in the studies reported.

From the review of literature it appears that determination of the needs of children is a complex and varied problem, and an overview of the various conclusions reported is likely to be more confusing than informing; therefore, the different approaches and resultant differences in conclusions were examined.

The inferential or rational approach, based on reflection regarding one's experiences with youth lacks objectivity and so is subject to the influences of the background of the writer, his interest, and purpose; however, it has the advantage of avoiding the misinterpretations which may be placed on a mass of statistical data, and it allows analysis in the light of the broad background of an expert.

The quantitative approach is found most frequently in studies of personal adjustment problems, interests, and other concerns of children. The different results obtained usually depend on the instruments used and the setting of the statements by the writer.

The statements of needs formulated by groups have some advantage over statements of needs by individuals in that some of the limitations of individual training, experience, insight, and adjustment are offset by group judgement; however, the value of the statements of needs formulated by a group or an individual would depend on the members of the group and on the individual.

Following the review of literature, reasons for, limitations of, and possible bases in regard to classifications of needs were discussed. Some reasons for classifying needs are: (1) to have some way of talking about them and describing them; (2) to facilitate the study of the behavior of individuals; and (3) in the case of large lists of needs, some scheme of classification is essential in order to locate duplicate statements and to get a clearer idea of their relative importance. Some limitations to consider in classifications of needs are: (1) needs are abstractions for descriptive purposes and do not exist in isolation, (2) special purpose of the classification, (3) background and interest of the writer, (4) method of obtaining the list of needs, and (5) limitations expressed by the writer. Some possible bases for classifications of needs are: (1) on the basis of types of major activities involved, (2) the major purposes of the activities, (3) basic relationships of living, (4) the areas of experience in which activities or needs arise, and (5) the types of problems met by boys. It was suggested that for curriculum purposes, organizations around

major pupil purposes or around important pupil problems are likely to be the most promising methods as central schemes of classification supplemented by other methods.

After discussing the limitations of classifications of needs and bases for classifying needs, factors to consider in the proposed classification were discussed. The purposes of the classification are: (1) to combine some of the results of previous studies of student needs under three major purposes of physical education experiences, health and organic vigor, recreation, and personality development; (2) to serve as the foundation for the organized study of student needs; and (3) to help teachers see the children's needs in relation to what they do to meet them in a physical education program.

The needs peculiar to the pre-adolescent and adolescent as a result of their development and characteristics were taken into consideration in a summary preceding the classification.

Reports used as the source of the classification were indicated specifically under each of the three headings of the classification.

Limitations of the proposed classification are as follows: (1) it is a secondary source, a summary of other peoples' studies; (2) some statements have been reproduced without their full original content and as a result some distortion and ambiguity may be present; and (3) there is some overlapping of statements within the different categories.

Following the classification of needs procedures for de-

termining needs were discussed under two headings: (1) determining the needs of the individual, and (2) determining needs of the group.

Procedures suggested as valuable for determining needs of the individual were: (1) using an outline of needs to aid in understanding behavior; (2) making use of the results of medical exams, (3) using physical education tests and measurements, (4) analysis of personal adjustment needs, (5) analysis of social adjustment needs, and (6) analysis of recreation needs.

Procedures suggested as valuable for determining the needs of the group were: (1) making use of the reports of studies of young people, (2) making one's own studies of young people, (3) making use of the reports of studies of the activities and problems of people in our society, (4) making one's own studies of the activities and problems of people in the community, (5) exploring the ideas of teachers regarding pupil needs, and (6) exploring the ideas of pupils themselves regarding their needs.

In the last chapter a discussion of learning in relation to felt need revealed that learning was much more rapid and effective when pupils feel the need for knowing certain facts or acquiring certain abilities.

Suggestions were then given for meeting needs. They had to do with the facts that needs are met through attention to (1) environment, (2) organization, (3) curriculum, and (4) systematic child study.

In regard to the areas of needed research following this

summary, it is the writer's contention that perhaps the most fruitful area of research might be the development of suitable techniques for studying needs of children.

Conclusions and implications in regard to the needs concept have been mentioned throughout the report and in the summary; however, it should be emphasized again that the needs concept can be used in education for the following purposes: (1) to help teachers understand children, (2) to help children understand themselves, (3) to facilitate learning, (4) to help reorganize the curriculum, (5) to help in evaluation, (6) to help children help themselves, and (7) to aid the teachers in guiding children toward more effective living in a democracy.

Needed Research. Some problems that came to the writer's attention that should prove to be valuable fields for future researches are as follows:

1. What are the peculiar needs of children at various levels of development from the standpoint of the physical education teacher?

2. Investigation of the needs of children with particular reference to their effectiveness as focal points for instruction.

3. How do children at various developmental levels spend their leisure time?

4. What relation is there between problems and interests? Are students interested in the same things they are concerned about? Can one predict interests from problems or problems

from interests?

5. Development of suitable techniques for studying needs of children.

The knowledge that could be gained from the adequate solution of the foregoing problems could be of great value in helping the physical education teacher to understand and guide children toward more effective living in a democracy.

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